

CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English is taught. It ranges from primary to educational-level. In addition, it is taught in informal education. The primary goal of English instruction is for students to be able to interact in both oral and written ways, as well as to comprehend English text. Both language skills (listening, speaking, reading, and writing) as well as language elements (grammar, pronunciation) can be learned by the students. Writing seems to be the most complex of the language skills in that it necessitates a lengthy phase that begins with brainstorming and ends with the finished product. It also includes elements such as text, grammatical function, terminology, and mechanics such as punctuation, capitalization, and spelling (Imelda, 2014).

For students who are studying a language, writing is very necessary. Students in Indonesian schools are encouraged to learn how to write a variety of text styles. Recount, Narrative, Procedural, News Item, and Descriptive are some of the text styles that tenth graders should be familiar with. Descriptive text is a type of text that serves as a source of information. The definition of a specific object, animal, human, or others is the meaning of this type of document (Siahaan, 2013).

Writing is the fourth and final skill on the list. Students must be familiar with the first three skills, according to the skill's level. Writing is the development of the written word as language, which must be interpreted and understood in order to communicate (Celce-Murcia, 2001). Writing belongs to the productive skill that should be mastered by the students in order to communicate their ideas and feelings with others in written form. Analyzing students' text/writing is one method for determining their English skills. Analyzing students' texts is crucial because it allows English teachers to determine a student's writing skill and difficulties.

In this case, thing that would be important is how to compose. Compose is to come together or make something. Many people mistakenly believe that written language is just a visual reflection of spoken language. Written language is a form of writing, and writing requires a different range of skills than spoken language. In this case school as a formal department has important roles. There is a crucial problem for Indonesian. Mostly, they still can't practice the four English skills fluently although it has already been studied by them from kindergartens up to university. Indonesian students face a challenge in learning to write because they have few opportunities to practice writing in English. Commonly, Indonesian still influenced by their mother tongue rules so that they make mistakes in making sentence (Sholikah, 2013).

The aim of teaching English to SMA/MA/SMK students is to help them improve communicative maturity, or the ability to communicate in both spoken and written style, in order to achieve literacy. This can be accomplished by using four language skills: listening, chatting, reading, and writing (Depdiknas, 2017). To be accurate, the written word necessitates true proficiency on the part of the writer. Furthermore, one of the language skills that students can learn is writing. Students must learn vocabulary and know how to use grammar while composing texts or sentences in order to improve their writing skills. It is a valuable asset since it can be used in a variety of situations. People are expected to be able to express themselves in written style by writing.

Unfortunately, even though it was about their lives, many students were uninterested in learning about it. They would rather read and talk than write. Reading, as previously said, is more complex than other skills because it requires more facets. Grammar, vocabulary, concept organization, pronunciation, and punctuation marks are only a few of the components. There were some challenges to overcome. During the drafting of the introductory paragraph, students encountered certain difficulties. The first issue is coming up with new ideas. Some students condensed several key concepts into a single paragraph, but the paragraph's overall concept remained unclear. Any

paragraphs have also been discovered to be composed entirely in one line. The paragraph's point was also unclear (Isrina Fitri. Et al., 2017)

Based on the issue that the students are facing, the researcher is interested in conducting a study entitled "*The Students' Ability in Writing Descriptive Text Of The First Grade At Smk Negeri 1 Plupuh Sragen in 2020/2021 Academic Year*" to assess students' writing abilities.

B. The Problem Statement

1. How is the students' distribution of score level in composing descriptive texts of the tenth grade at SMK Negeri 1 Plupuh in 2020/2021 academic year?
2. What problems are faced by the students in composing descriptive text of the tenth grade at SMK Negeri 1 Plupuh in 2020/2021 academic year?

C. Objective of the Study

1. To describe the students' distribution of score level in composing descriptive texts of the tenth grade at SMK Negeri 1 Plupuh in 2020/2021 academic year.
2. To describe the problems that are faced by the students in composing descriptive texts of the tenth grade at SMK Negeri 1 Plupuh in 2020/2021 academic year.

D. Limitation of the Study

As a result, the thesis will be restricted in the following ways: (1) the study's topic will be limited to students' distribution of score levels and difficulties in writing descriptive texts; (2) the study's subject will be limited to students in first grade at SMK Negeri 1 Plupuh.

E. Significance of the Study

The following individuals are supposed to benefit significantly from the findings of this study:

1. For Students

Students should be able to write good paragraphs as a result of this study, especially on descriptive topics.

2. For English Teacher

The findings of this study should be able to provide teachers with knowledge about their students' ability to compose detailed texts.

3. In Language Research

The study procedures and findings could ideally encourage other researchers to conduct research on related topics.

F. Research Paper Organization

This research consists of five chapters : *Chapter I* is Introduction, it consists of Background of the Study, Problem Statement, Objective of the Study, Limitation of the Study, and Significance of the Study. *Chapter II* is Review of Related Literature, it consists of Previous Study and Underlying Theory. *Chapter III* is Research Method, it consists of Research Design, Setting of the Research, Subject of the Research, Instrument, Method of Collecting Data, and Technique for Analyzing Data. *Chapter IV* is Result of the Study, it consists of Research Findings and Discussion. *Chapter V* is Conclusion, Implication, and Suggestion.